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ABSTRACT

This synopsis is a compilation of information and knowledge collected from all 10 one-day conferences, entitled Celebrating and Promoting Literacy Partnerships. An introduction explains the purpose of the conferences--to promote and facilitate partnerships and collaborative efforts in local communities to expand the availability and improve the quality of adult literacy services to individuals in the Aid to Families with Dependent Children and Job Opportunities and Basic Skills (JOBS) programs. Section 2 provides brief descriptions of programs presented at the conferences as examples of providing exceptional literacy services, including the name of a contact. Six national programs and 14 local programs are presented. Section 3 contains a compilation of the objectives and strategies for collaborative efforts developed during special sessions. These objectives are discussed: increase communication and information sharing among agencies and literacy providers; streamline interagency forms and the information gathering process; develop effective fundraising techniques and increase the number of partnerships and linkages; increase public awareness of literacy needs and services; and increase community involvement in literacy initiatives. Section 4 provides brief descriptions of the Literacy Partnership Award winners at each site in these categories: government, education, community-based organizations, business, volunteer, and nonprofit. Section 5 lists literacy contacts, both state JOBS directors and national organizations. (YLB)

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ED 405 452

CELEBRATING AND PROMOTING LITERACY PARTNERSHIPS

SYNOPSIS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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NATIONAL LITERACY HOTLINE 1-800-228-8813

GED INFORMATION HOTLINE 1-800-62-MY-GED

CELEBRATING AND PROMOTING LITERACY PARTNERSHIPS: Synopsis

INTRODUCTION

This synopsis is a compilation of information and knowledge collected from all ten conferences. It includes brief descriptions of national and local programs, and the objectives and action strategies developed at each conference.

Background

Under an interagency agreement with the National Institute for Literacy, the U.S. Department of Health and Human Services, Administration for Children and Families (ACF) sponsored ten one-day conferences--***Celebrating and Promoting Literacy Partnerships***. The ten conference sites were:

Grand Rapids, Michigan
Columbus, Ohio
Collinsville, Illinois
King of Prussia, Pennsylvania
Detroit, Michigan
Portland, Oregon
Jacksonville, Florida
San Antonio, Texas
Newark, New Jersey
Baltimore, Maryland

The purpose of the conferences was to promote and facilitate partnerships and collaborative efforts in local communities in order to expand the availability and improve the quality of adult literacy services to individuals in the Aid to Families with Dependent Children (AFDC) and the Job Opportunities and Basic Skills Training (JOBS) programs.

The conferences were designed to provide a framework within which to strengthen existing partnerships among locally based "teams" of community leaders in the literacy and human development services arena, such as JOBS, adult basic education, vocational education and the Job Training and Partnership Act (JTPA) programs. Another important focus was to create new partnerships in the local communities, including those with volunteers. Individuals and organizations in local communities who are working together to improve literacy services were also recognized at a special awards ceremony celebrating their achievements. *(See "Literacy Partnership Awards" Page 21)*

The program agenda and breakout sessions encouraged the teams to organize and lay the groundwork for on-going collaborative efforts. Each one-day conference included a keynote speaker, presentation of local and national programs, an awards ceremony, and discussion sessions during which participants identified the mission, objectives and action strategies for their local teams.

At each conference site, local participants brought a wealth of knowledge, experience, skills and resources to the planning process. ACF is grateful to all for their contributions to making the conferences a success. A special thanks goes to the keynote speakers and panelists for sharing their knowledge and experience.

PRESENTATIONS:

NATIONAL AND LOCAL PROGRAMS

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NATIONAL AND LOCAL PROGRAMS

Prior to convening each conference, welfare and community representatives were asked to nominate local programs to be presented as examples of providing literacy services to AFDC and other low-income populations. Brief descriptions of the selected programs presented at the conferences follow, including a contact for those who wish additional information. Please note that the national programs described here represent only a few of the exceptional programs currently operating.

NATIONAL PROGRAMS

Literacy Volunteers of America, Inc.

LVA is a national, nonprofit organization that combats illiteracy through a network of community volunteer literacy programs. It recruits, trains and matches volunteer tutors with adults in need of basic literacy skills. It also provides direct instructional services to clients and engages in public awareness activities. LVA's individualized needs-oriented approach is effective in serving the hard-to-reach adult audience with reading levels below the fifth grade--those who are not ready for a traditional classroom situation. LVA prepares these adults to move on to formal adult basic education or job training.

Contact: LVA, Inc.
5795 Widewaters Parkway
Syracuse, NY 13214-1846
(315) 445-8006

Laubach Literacy International

The mission of this non-profit organization is "to enable illiterate adults and older youths to acquire the listening, speaking, reading, writing and mathematics skills they need to solve the problems they encounter in daily life; to take full advantage of opportunities in their environment; and to participate fully in the transformation of their society." Laubach takes several approaches to fulfill this mission. Laubach Literacy Action provides training services and support to volunteer-based adult literacy programs. New Readers Press provides educational materials for local literacy programs. The Center for Workforce Education provides educational materials and training that build partnerships between business and industry and adult basic education and literacy programs to enhance workers' literacy,

workplace and life skills.

Contact: Laubach Literacy International
1320 Jamesville Avenue
Box 131
Syracuse, NY 13210

NETWORK: America's Two-year College Employment, Training and Literacy Consortium

NETWORK was formed to promote the role of two-year colleges in training the country's permanent and future workforce. The National Center, located at Cuyahoga Community College in Cleveland, houses the NETWORK national research data base and provides technical assistance and consulting services to any two-year college that requests information regarding the effective operation of employment, training and literacy programs. The NETWORK research agenda is designed to determine the level of two-year colleges in service delivery with emphasis on JTPA and JOBS programs, as well as Carl Perkins Vocational Educational programs.

Contact: National NETWORK Center
Cuyahoga Community College
1001 Euclid Avenue, Suite 514
Cleveland, OH 44115
(216) 987-4996

National Center for Family Literacy

The Kenan Trust Family Literacy Model is designed to improve education for "at risk" families by going beyond the confines of a typical school setting. The primary goal of the program is to break the intergenerational cycle of undereducation and poverty by improving parents' skills and attitudes toward education, by improving the children's learning skills, and by improving parents' caregiving skills. The model brings undereducated parents together with their preschool children for three days a week in a school where learning takes place for both parents and children. While the adults learn skills in various academic areas, the children participate in a developmentally appropriate preschool program. In addition, vocational preparation is provided through career counseling, student assessment and instruction to develop "employability skills."

This component is designed to pave the way from academic schooling to work, or to further schooling for the parents.

Contact: National Center for Family Literacy
401 South 4th Avenue, Suite 610
Lexington, KY 40202-3449
(502) 5840-1133

Opportunities Industrialization of America, Inc. (OIC)

OIC operates Learning Opportunities Centers that provide individualized, self-paced literacy instruction to upgrade basic competencies. The Centers offer computer-assisted instruction in an open entry/open exit format that provides a comprehensive array of functional objectives considered vital for successful adult performance in the world of work, the marketplace and the home. Special programs target low-income communities with an emphasis on providing services to single-parent families receiving welfare payments. Other OIC programs provide skills training, job placement and supportive services. The programs serve a significant number of JOBS participants providing them greater access to more services.

Contact: C. Benjamin Lattimore, Director
National Literacy Programs
OIC's of America, Inc.
1415 North Broad Street
Philadelphia, PA 19122
(215) 236-4500

United Way of America

UWA's Education and Literacy Initiative awarded grants to five United Ways to develop programs and activities that empower parents, volunteers and the community (including agencies) to play more active roles in school improvement and increase the academic performance of children in grade one through five. Additionally, the National Committee on Education and Literacy has developed a comprehensive plan to prevent as well as remediate illiteracy. The plan provides a role for every institution, public or private, every business, and every group concerned with literacy. The plan has three strategies. One is creating and sustaining a national policy that makes literacy a national priority. The second is expanding, ensuring access to, and coordinating available literacy and education resources while strengthening the capacity of the nation's literacy and education systems. The third strategy is supporting, encouraging and expanding a community or collaborative approach to achieving literacy.

Contact: Ms. Robin Sorenson, Program Manager
United Way of America
701 North Fairfax Street
Alexandria, VA 22314-2405
(703) 836-7100

Project Chance--East St. Louis, IL

Project Chance is the JOBS program implementer in Illinois. Working through regional adult education programs, Project Chance provides funding, referrals and services for its participants. Included in the overall effort is a family literacy program linking Project Chance participants in GED program(s) with Head Start efforts. The GED programs are conducted through a partnership with the County Regional Adult Education Program. Parents spend one day with their children in Head Start gaining insights and skills that can be transferred to the home. Project Chance provides the parents with supportive services, including transportation to the Head Start center.

Contact: Nolan Cheatham
Project Chance
25 Loisel Village
East St. Louis, IL 62203
(618) 397-3340

Center For Literacy--Philadelphia, PA

The center operates the "Education For Work" program. Tracks consist of basic skills, job readiness skills and life skills. All participants are referred to the center by the local Private Industry Council (PIC) or the State welfare agency. The PIC conducts the assessment to determine the appropriate training track for each participant. Upon completion of the training track(s), participants are moved into specific skills job training with other service providers.

Contact: Jo Ann Weinberger
Center For Literacy
636 South 48th Street
Philadelphia, PA 19143
(215) 474-1235

Diversified Educational Services--Detroit, MI

DES operates a school for AFDC mothers as part of its participation in the Education Designed for Gainful Employment (EDGE) initiative to help people become self-sufficient. The school is run under contract with the school district. Through the school, DES provides basic literacy skills, vocational training, GED and

adult basic education. Over 50% of its graduates are placed in jobs. Financial support comes from State and Federal funds.

Contact: Dr. Melvin Chapman
Diversified Educational Services
20053 Greenfield Avenue
Detroit, MI 48235
(313) 864-4853

Dominican Literacy Center--Detroit, MI

The purpose of this adult basic education program is to provide a tutoring service and a learning environment in which adults learn to read, write and do basic math so they can more effectively meet the problems of everyday living. Individual tutoring is provided through the services of intercongregational members, as well as other committed volunteers. Students set short-term, intermediate and long-term goals that are constantly reviewed. Depending on individual goals, students can progress through eight levels of achievement. If appropriate, students are referred to higher-level adult education programs when they finish their course of study at DLC. AFDC mothers constitute approximately 50% of the current unemployed enrollees. The center is privately funded; no State or Federal funds are used.

Contact: Sister Marie Schoenlein
Dominican Literacy Center
9400 Courville
Detroit, Michigan 48224
(313) 882-4853

Dorcas Place Parent Literacy Center--Providence, RI

Dorcas Place is a private nonprofit 501(c)3 adult literacy education center and is part of the Pathway to Independence initiative. The center provides classroom and one-on-one tutoring instruction in basic literacy, pre-GED and pre-vocational skills, GED instruction, as well as maternal and child health, parenting and independent living skills. Transportation is provided from public housing facilities to the center. A major resource vital to the success of the programs is the corps of volunteer tutors who work in the homes, local libraries and in the center's classrooms. The center uses college interns to provide counseling and support service referrals for its students. The majority of its students are AFDC mothers and 90% are receiving public assistance.

Contact: Mary Reilly, RSM
Dorcas Place Parent Literacy Center
270 Elmwood Avenue
Providence, RI 02907
(401) 273-8866

Steps To Success Program
Mt. Hood Community College--Portland, OR

The Steps to Success Program is a vital part of the JOBS program in two counties. Eighty-five percent of its clients are single mothers and all are welfare recipients. The program provides training and supportive services such as transportation and child care to help them transition from public assistance to self-sufficiency. Personalized assistance is provided through all phases of Steps to Success, including comprehensive skills assessment, basic education and GED preparation, ESL, vocational training, volunteer work experience, job search and placement assistance, on-the-job-training and teen parent services. Over 3,200 clients have been served by Steps to Success in the last year, with 1,400 placed in jobs.

Contact: Nan Poppe
Mt. Hood Community College
Maywood Center
10100 NE Prescott
Portland, OR 97220
(503) 760-4007

The Bridge School--Portland, OR

The Bridge School is an all-volunteer, not-for-profit literacy program for homeless adults and youth living in the inner city of Portland, Oregon. The school has three programs: Adult Basic Education, GED, and ESL. Portland Community College provides academic support. JOBS participants are among the school's students. In special cases, the school provides transportation for JOBS participants. The Bridge School takes literacy to the streets by way of grassroots strategies that have been very successful. In 1992, the school served 130 people.

Contact: Sharon J. Reed, Director
The Bridge School
1231 S.W. Morrison
Portland, OR 97205
(503) 228-5657

Florida Community College--Jacksonville, FL

Florida Community College at Jacksonville offers Project Independence/JOBS participants the opportunity to obtain ABE and/or GED instruction with accelerated learning methods. The program has a full computer lab that offers students daily interactions with appropriate software. In addition, students use a competency-based and functional work context curriculum. The program's success has been based on partnerships, both internally with the college and externally with the Jacksonville business community.

Contact: Paula Miller, Assistant Dean of Adult Studies
Florida Community College
Downtown Campus
101 W. State Street
Jacksonville, FL 32202
(904) 633-8100

Avance--San Antonio, TX

Over the last fifteen years, Avance Center has been providing programs that build strong family relationships by offering educational classes to parents in low-income housing areas. JOBS participants have been integrated into the programs. Teachers from the Education Service Center and San Antonio Community College offer basic skills classes in English, math and reading, as well as child development. Transportation and child care are provided to increase access to and participation in the programs.

Contact: Mercedes Perez de Colon, Executive Director
Avance San Antonio Chapter
435 South San Dario
San Antonio, TX 78237
(210) 431-6600

North East Independent School District--San Antonio, TX

The North East Independent School District has found a unique approach to making basic skills classes accessible to JOBS participants. Through its Adult Education Department, the District operates two Adult Learning Centers for JOBS participants in two shopping malls that are located on bus lines. These computerized centers offer training in pre-GED, GED, job skills, basic skills, life skills and world of work. When participants complete their program, they are referred to the JTPA agency for job placement.

Contact: Arline Patterson, Director
Community Education
North East Independent School District
2523 Bitters Road
San Antonio, TX 78217
(210) 657-8866

San Antonio Express News--*San Antonio, TX*

The *San Antonio Express News* heavily promotes workplace literacy in the business community. Among their activities is extensive support of the San Antonio Commission on Literacy. Through the Commission, JOBS participants receive programs on Adult Basic Education, GED and ESL training.

Contact: Joe Rust, Educational Services Manager
San Antonio Express News
P.O. Box 2171
San Antonio, TX 78297
(210) 351-7579

The Leaguers, Inc. Head Start Program--Newark, NJ

The Leaguers, Inc. Head Start Program involves all members of a family in its approach to meeting literacy needs. Since many JOBS participants also have children in Head Start programs, this organization serves as an additional resource for receiving basic skills training. This program uses tutors to provide one-on-one assistance to JOBS participants. The flexible format promotes success among those who may not have been successful in a traditional classroom program in the past.

Contact: Veronica Ray, Director
The Leaguers, Inc.
Head Start Program
1020 Broad Street
4th Floor
Newark, NJ 07102
(201) 643-0300

New Jersey Department of Education--Trenton, NJ

The New Jersey Department of Education serves JOBS participants through its Workforce Development Partnership Program. The Partnership provides adult education programs in GED, ESL, Refugee Resettlement, evening schools for foreign-born residents, ABE, adult literacy volunteer programs and workplace literacy programs.

Contact: Harry Van Houten, Manager
Bureau of Adult Education and Literacy
Department of Education
CN-500
Trenton, NJ 08625
(609) 777-0577

Baltimore City Literacy Corporation--Baltimore, MD

BCLC is a quasi-governmental city department that provides literacy training through four learning centers. Two of the centers serve JOBS and JTPA participants. The other two centers serve parents of elementary or daycare center students who are frequently JOBS participants as well. A pilot program is currently underway to provide free "slightly used" books to the State Department of Social Services for distribution to participants.

Contact: Maggie Gaines, Executive Director
Baltimore City Literacy Corporation
3 East Read Street
Baltimore, MD 21202
(410) 752-3595

ACTION STRATEGIES

ACTION STRATEGIES

Conference participants divided into groups to develop strategies for collaborative efforts. The goal of the strategies session was to establish the framework for a community action plan to address the literacy needs of adults in AFDC and JOBS programs through literacy provider partnerships and linkages. This section contains a compilation of the objectives and strategies developed during those sessions.

Although the particulars of the action strategies varied from location to location, there were common threads running through all of them. All discussion focused on the need for a collaborative approach to eliminate the problem of illiteracy among AFDC/JOBS and low-income populations.

Participants recognized several different themes such as: (1) working together allows agencies to reach more people in need of literacy training and makes more effective use of limited resources; (2) through collaboration, agencies have access to other funding sources and more quality services: and (3) collaborative efforts must extend beyond agencies and literacy providers. Illiteracy is a community problem that can best be solved by the efforts of a united community, thus, agencies need to involve as many individuals, businesses and organizations as possible. The following strategies developed by conference participants attempted to address these themes.

Objective 1: ***Increase communication and information sharing among agencies and literacy providers***

As the conference participants began their discussions in the breakout sessions, some were surprised at the number of community resources represented in the room--and available in the community. Their surprise pointed out the need to establish ways of communicating that would keep all agencies informed about what other agencies offer. Through improved communication, participants decided that they could provide more services to their clients and avoid service duplication that strains already limited funds.

To accomplish this objective, participants developed several strategies. One strategy was to create an interagency group to produce a directory of all services/providers available in the community. This interagency group would also have the responsibility of updating the directory on a regular basis, thus ensuring current information. Other strategies included conducting periodic meetings open to all agencies to share information about their services and establishing oversight committees to promote cooperation in providing services to targeted populations.

Objective 2: ***Streamline interagency forms and the information gathering process***

Conference attendees also discussed the processes that most of them used to refer and/or enroll JOBS and AFDC participants in their programs. The amount of paperwork and the repetitive, duplicative nature of the information needed were major topics in those discussions.

When people are referred to several agencies for services, the amount of time spent filling out forms which require duplicative information can be a deterrent to their participation. The duplicate paperwork also puts a strain on limited staff and resources. Conference participants discussed ways to develop common forms in order to avoid duplicating the application process. They developed several strategies, including becoming acquainted with all existing assessment and reporting tools and methods in their operating areas and establishing a pilot project to test a streamlined system.

Objective 3: ***Develop effective fundraising techniques and increase the number of partnerships and linkages***

There was broad agreement that limited resources are a constraint to providing the number and quality of services needed to alleviate the literacy problem. One approach identified to augment limited resources was raising funds from outside sources. Strategies for raising funds include conducting common fundraising and public awareness events, forming partnerships between local literacy councils and organizations with an interest in literacy, and enlisting support from the private sector.

There was consensus that increasing partnerships and linkages is essential to increasing quality services. Numerous strategies were identified to address this objective. Among them were jointly seeking funding from public and private sources to establish partnerships and linkages between literacy providers and developing incentives for literacy providers to collaborate. One strategy discussed was asking funding organizations to give priority to those providers who agree to collaborate. Another strategy considered was petitioning appropriate federal agencies to take the leadership in developing and distributing a directory of literacy partnerships at the national, state and local levels.

A final strategy was to develop a model interagency agreement among literacy providers in order to clarify effective roles and responsibilities of those involved.

Objective 4: ***Increase public awareness of literacy needs and services***

Participants were unanimous in stressing the need to increase public awareness of the literacy problem in their communities in order to enlist public support. They also recognized the need to make the public more aware of the literacy training services that are currently available.

To achieve this objective, participants decided that the most effective strategy would be to develop a marketing campaign based on literacy issues. The sites developed different approaches to creating the campaign. Some favored enlisting the aid of marketing and public relations professionals. Others believed it more appropriate to manage the campaign themselves by combining their resources and uniting under a lead agency. Still others decided on a central literacy planning office or a task force charged with organizing the literacy awareness effort. Participants discussed enlisting the support of the media and business corporations for awareness and informational campaigns.

Participants also developed several strategies for increasing the awareness of available services. These strategies included involving churches and religious groups in identifying the literacy needs of the community and developing broad "grass roots" support for increasing literacy in the community.

Regardless of the format chosen, all localities recognized the need to publicize the seriousness of this issue and to make more people aware of the services that are available. All groups agreed that the best way to "get the word out" is to work together.

Objective 5: ***Increase community involvement in literacy initiatives***

Along with campaigns to raise awareness of the literacy problem and providing more information to the public about the services available, conference participants underscored the need to get more people in the community involved in literacy initiatives. Volunteers, for example, were identified as a very valuable resource that does not deplete funding.

Strategies for increasing involvement included using neighborhood directories, businesses, churches, social organizations, libraries and community-based organizations to help recruit volunteers. Participants also recognized the need to work with existing volunteer organizations. One unique strategy was to recruit "graduates" of literacy programs to serve as mentors and tutors.

LITERACY PARTNERSHIP AWARDS

LITERACY PARTNERSHIP AWARDS

At each conference site, welfare directors and community representatives nominated local programs, individuals and organizations for the Literacy Partnership Award. Each nominee had to be endorsed by three other members of the community. Award categories included Government, Education, Community-Based Organizations (CBOs), Business and Volunteer and Non-Profit. The award winners at each site were as follows:

GRAND RAPIDS, MICHIGAN

John Rosendahl--Government

Mr. Rosendahl manages the MOST program, Michigan's version of the JOBS program. The MOST program is designed to move people who are outside of the economic mainstream of American society into the labor force, increasing their self-reliance and productiveness. This program has received national recognition from the National Association of Counties.

Davenport Learning Center--CBO

The Davenport Learning Center provides literacy training under a contract with the local Private Industry Council. Its math and reading programs were selected four years in a row as among the top ten in the nation. The center also works in partnership with the Michigan Rehabilitation Service, the Grand Rapids Area Employment Training Council and the Department of Social Services.

Susan Ledy--CBO

Ms. Ledy is the Executive Director of the Kent County Literacy Council, which has made major strides in improving the quality of volunteer tutor training and recruitment. Under her leadership, the Council established a partnership with the Department of Social Services and the Grand Rapids area neighborhood associations to promote literacy.

Cascade Engineering--Business

Cascade's literacy training program, in partnership with the Literacy Council, is designed for any employee who wishes help. Additionally, Cascade Engineering has brought in new employees through the JTPA program.

Gene Dunn--Volunteer

Since retiring, Mr. Dunn has contributed an enormous amount of time in tutoring within literacy programs. He is considered one of the Literacy Council's most responsible and valuable tutors. Initially, Mr. Dunn was recruited and trained by the Department of Social Services to tutor public assistance clients. Since then, he has become involved in numerous other literacy programs.

Kay Jefchack--Education

Ms. Jefchack currently supervises two programs: The first focuses on the unemployed and the second on the current and potential industrial workforce needing development of new skills and attributes. She has managed a comprehensive vocational assessment that now serves 500 people a year. She has also trained adult education teachers in Michigan and Ohio in the tools needed to replicate her literacy/education initiatives.

JOBS Program, Franklin County Department of Human Services--Government

The Franklin County JOBS Center serves nearly 8,000 people. The center involves volunteers in its operations and collaborates with other local agencies and community organizations to ensure the success of its clientele. The program has made great strides in providing adult basic education and literacy instruction services to program participants to help increase their employability.

Janet Fenholt--Individual

Ms. Fenholt designed the "Ready To Read" learning system that uses the newspaper as a tool to teach reading to adults and teenagers. This program has expanded to 37 states and Canada. She also volunteered to help a group of inmates at Chillicothe Prison teach each other how to read, field testing the program for the first time.

Literacy Initiative--Non-Profit Organization

The Literacy Initiative coordinates activities for literacy providers, as well as operating the READ HOTLINE. The organization developed the Challenge 2000 campaign to mobilize corporate and community resources to increase literacy throughout the Central Ohio region. It uses a collaborative approach to increase public awareness; to increase the number of tutor, volunteers and adult learners and link them with literacy programs; and secure solid and continued funding for the literacy community in the area.

Time Warner Cable--Business

The company has committed staff and other in-kind and financial resources to advance literacy in Central Ohio. Time Warner's contributions to literacy providers exceed $400,000, and it was instrumental in developing the Literacy Initiative organization's Challenge 2000 fundraising campaign. The company encourages its employees to volunteer and assists those who need literacy services. In addition, Time Warner has partnered with at least six community agencies to promote literacy.

Columbus Literacy Council--CBO

The Literacy Council specializes in one-to-one tutoring and providing small group classes. The Council is committed to increasing the level of functional literacy among adults, many of whom are public assistance recipients. In Central Ohio, CLC volunteers teach the English language skills of listening, speaking, reading and writing.

Project Chance--Government

Project Chance (JOBS) funds regional adult education program, including a family literacy program, that serve approximately 650 people each month. The focus of the family literacy program is to link Project Chance participants in the GED programs with Head Start efforts. Parents spend one day a week with their children in the Head Start program learning skills that can be transferred to the home setting. Project Chance provides supportive services, including transportation for these parents to the Head Start Center.

Belleville News Democrat--Business

The *Belleville New Democrat* has been an avid supporter of literacy, consistently contributing goods and services to literacy organizations in the East St. Louis area. It has donated nearly 10,000 newspapers to literacy programs serving low-income areas. The paper also promotes GED programs in the region and features articles on literacy.

The Vincent Gray Alternative School--Education

The school serves at-risk youth, many of whom cannot re-enter the public school system. A majority of the students are young mothers who failed to complete high school because of pregnancy. Along with the high school program, the school operates a State-funded literacy program for selected target groups. Through its extensive use of volunteers, the school has been able to maintain quality services at a minimal cost.

Grace Moore--Volunteer

Mrs. Moore has been a volunteer with Lewis and Clark Community College's "Project Read" program since its inception. "Project Read" provides basic literacy instruction to welfare recipients. Mrs. Moore has volunteered over 700 hours to the program. She attends workshops and seminars to keep up to date on techniques and strategies and promotes "Project Read" through speaking engagements and literacy round table discussions.

The Griffen and DeShields Centers--CBO

Located in two public housing developments, the centers offer a unique program that delivers on-site educational and youth services to more than 250 people each year. Both locations offer literacy instruction and GED preparation for adults, as well as after-school programs for K-12 students. The programs are operated in partnership with the Public Housing Authority and the Department of Public Aid. The majority of the funding comes from the private sector through individual donations and foundation support.

The Venice-Lincoln Technical Center--Education

Venice-Lincoln provides vocational training and GED preparation programs, as well as volunteer literacy and family literacy programs. Volunteer tutors provide basic literacy instruction to clients whose reading levels fall below the fifth grade. The center serves approximately 600 low-income residents in the East St. Louis area every year, 70 percent of whom are welfare recipients. The center also works in partnership with the Department of Public Aid and is part of a network of 50 public agencies working together to serve the community's needs.

KING OF PRUSSIA, PENNSYLVANIA
(Montgomery and Philadelphia Counties)

Philadelphia County Assistance Office--Government

The Philadelphia County Assistance Office has developed an exemplary partnership with the Center for Literacy. These two organizations provide comprehensive literacy assistance to the community. The "New Directions" program, as a result of this partnership, offers basic literacy training, GED preparation and career counseling services to approximately 6,000 residents each year.

Lutheran Settlement House--CBO

The Women's Program of the Lutheran Settlement House operates in shelters, providing both employment training and adult education classes. These services are provided at 14 locations throughout Philadelphia and serve 6,000 people each year, 95% of whom are below the poverty level. This program has received national recognition.

Center for Literacy--Non-Profit Organization

The Center for Literacy has developed a unique partnership with the Philadelphia County Assistance Office, working collaboratively to develop create approaches to meeting the literacy needs of welfare recipients, including preparing them for job training. The center serves over 2,000 students each year, about 40% of whom are public assistance recipients. CFL has 90 locations across Philadelphia and involves about 700 volunteers in providing literacy services.

Core States Bank--Business

Core States Bank is a major supporter in advancing literacy throughout the Philadelphia area and has worked in partnership with the County Assistance Office and the Center for Literacy. The bank has supported an in-house GED training program and other community and workplace literacy programs in Philadelphia, as well as providing financial and in-kind support for literacy programs throughout the county.

Dr. Robert Smith--Volunteer

Dr. Smith, a professor emeritus from Rutgers University, has contributed over 350 hours to the Center for Literacy. Serving as a tutor for the center for four years, he has worked diligently to improve literacy skills in the community. Dr. Smith serves on the center's Board and has become a spokesman for the center, particularly for radio and television advertisements.

Abington Free Library--Education

The Abington Free Library provides a variety of literacy programs, including basic literacy education and GED preparation. Clients are referred by employers and a number of agencies. Although the core of the effort has been one-on-one tutoring within the Library itself, the program has expanded to include workplace literacy outreach, such as providing on-site services for nurses' aides who work in a retirement community.

Employment and Training Foundation--Non-Profit Organization

The Foundation developed a cohesive set of programs designed to move participants to employment and/or advanced training. Services include an employability development program, which offers basic literacy instruction and GED preparation. Additionally, the Foundation operates two innovative programs. Project AHEAD, designed for AFDC single parents, combines life skills training with GED preparation. Empowering Parents and Children Together (EmPACT) is a family literacy program that combines adult learning with educational activities for children.

Beaver College Literacy Corps--Volunteer Organization

The Literacy Corps provides opportunities for young adults to serve their community. The 40 students involved in the Corps have volunteered approximately 800 hours over the past year. The Corps works in partnership with Montgomery County area organizations to provide tutors. Many of the student participants volunteer to assist adult learners associated with the Montgomery County Head Start program and the Opportunities Industrialization Center.

YWCA Adult Literacy Center--CBO

The Pottstown Y has been a major literacy center for the community for more than 15 years. With the help of 90 volunteers, the Y provides one-on-one tutoring for ABE, GED and ESL instruction. The participants are referred by public assistance agencies, Hispanic agencies, school districts and other literacy-related organizations.

Montgomery County Assistance Office (CAO)--Government

The Montgomery CAO refers public assistance recipients to literacy services throughout the county. It also coordinates with the Abington Free Library, the Employment and Training Foundation and the Pottstown YWCA. In addition, the Office provides extensive supportive and follow-up services, including transportation, child care and book and test fees for the GED examination.

Richard Pratt--Volunteer

Mr. Pratt has volunteered nearly 1,000 hours to the Employment and Training Foundation and offers his services to the Literacy Council of Norristown. In addition, he is a board member of the Retired Senior Volunteer Program, a mentor to high school students, and was a tutor for the Prison Project.

Richard Torbert--Volunteer

Mr. Torbert is the driving force behind Mellon Bank's exceptional support for literacy programs. He is a founder and member of the Mayor's Commission on Literacy, Vice President of the Board for the Center for Literacy, and a supporter of other literacy programs in the community, including the Philadelphia County Assistance Office. Because of Mr. Torbert's support, Philadelphia's literacy program was able to host a first-class press conference last year that garnered wide media attention.

Diversified Educational Services--Education

"Education Designed for Gainful Employment" (EDGE) is a major State initiative to help people become independent of public assistance. Diversified Educational Services, under EDGE, offers ESL training for recent immigrants and operates a school for AFDC mothers. The school, which provides basic literacy and GED preparation, serves about 725 students.

Dominican Literacy Project--CBO

The Dominican Literacy Project serves adult public assistance recipients through the use of trained volunteers who cumulatively contribute 7,000 hours a year. Day and evening sessions make the program accessible for participants. Short-term, intermediate and long-range goals are established for each individual. The Dominican Literacy Project is a certified provider of the Laubach program.

Sergeant Ronald Scott--Individual

Sergeant Scott helped establish a literacy program that serves 1,000 inmates in the Wayne County Jail. The program assists inmates in developing usable skills that will help them become productive citizens and enable them and their families to become independent of public assistance. Inmate graduates of the program have the opportunity to enhance their skills by serving as tutors to assist the adult education teachers.

Literacy Volunteers of America, Detroit Chapter--
Non-Profit Organization

More than 5,000 volunteers have been trained through this chapter. There are currently about 400 active volunteers who provide basic literacy training to adult students. Tutoring services are provided at diverse locations throughout the community, including libraries, Head Start sites, halfway houses, corporate sites and homeless shelters. People are referred from a number of sources such as Head Start, JOBS and the County Department of Social Services.

Olin Corporation--Business

The Olin Corporation has established a literacy program for its temporary and permanent employees to help them enhance their employment and career opportunities. The company employs a high number of temporary workers from predominantly low-income backgrounds, many of whom are AFDC recipients. The program is staffed by the Livonia School District and provides basic literacy, math and ESL training, GED preparation and computer literacy training. In addition, Olin has provided funding the school district to help establish a regional literacy center to provide similar services for small business and their employees.

PIC Youth Employment Initiative (YEI)--Non-Profit Organization

The YEI provides an opportunity for approximately 250 inner-city youth to obtain the literacy skills necessary to enter the workforce. A nursery has been established to allow single mothers to fully participate in the program. Educational opportunities include basic literacy training, GED preparation and pre-employment skills. The YEI has become a statewide model program.

Start Making A Reader Today--CBO

SMART currently serves more than 1,500 young people and their families through the participation of 1,500 volunteers representing 80 companies. The volunteers provide tutoring to students at low-income areas schools. The parents are prepared to work with the children to augment and reinforce what they learn through SMART. As part of this program, SMART distributes high-quality children's books to schools to be used with parents in a family literacy effort.

The Oregonian--Business

The Oregonian, a newspaper, provides release time for thirty of its employees to tutor at two elementary schools. The paper prints the SMART volunteer handbook and has developed an extensive outreach network effort to encourage other newspapers to become involved in the SMART literacy effort. *The Oregonian* also devotes one page of the paper weekly for literacy education purposes.

Steps To Success Program--Education

The Steps to Success Program at Mt. Hood Community College is a vital part of the JOBS program. The majority of its clients are single mothers. The program provides training and supportive services such as transportation and child care to help them leave public assistance and become self-sufficient through employment. Personalized assistance is provided through all phases of Steps to Success. Included in their services are comprehensive skills assessment, basic education and GED preparation, ESL and vocational training.

Ted Carnese--Volunteer

Mr. Carnese has been a volunteer in the Portland Community College's Rock Creek Campus Volunteer Literacy Tutor Program for 13 years. He has helped hundreds of students. Mr. Carnese is a mentor for dozens of their volunteer tutors and has assisted many new instructors.

Jacksonville Job Corps Center--Government

The Job Corps provides a diverse set of educational experiences for low-income individuals, including recent immigrants and refugees from Southeast Asia and Africa. The center has made basic literacy education and GED preparation a major and highly visible part of their overall program. Students are also referred to the ESL program at the community college, if appropriate.

Jacksonville Public Library--CBO

The Library offers computer-based literacy instruction, the "Computers and Literacy" effort. This program targets youth and adults over 16 who test at a literacy grade of 3-7 and allows the students to learn to read at their own pace. Tutors also provide one-on-one instruction. Many of those enrolled in the program are AFDC recipients recommended to the programs by Jacksonville's Project Independence.

New Beginnings--Education

Florida Community College provides basic adult education and GED preparation on-site at three HUD low-income housing projects in Jacksonville, where 90% of the residents are AFDC recipients. New Beginnings arranges for child care to ensure maximum resident participation. VISTA volunteers provided services for the start-up efforts. The program now relies on program tutors and alumni.

Learn To Read--CBO

This program tutors English speakers with a literacy level below the fifth grade who are no longer enrolled in school. Volunteer tutors provide the services. Learn To Read is a major source of trained volunteers for its own program, as well as the community at large.

Altha Faulconer--Volunteer

Ms. Faulconer has been a literacy volunteer for the past 15 years. During that time, she has been involved in tutoring, tutor-training, fundraising and serving on the Board of Learn To Read. She is currently delivering eight literacy workshops a

year and tutoring twice a week.

Maxwell House Company--Business

Through the Jacksonville Literacy Council, Maxwell House Company is providing a major grant and in-kind assistance to implement a proven adult literacy retention program, GATEWAY TO LEARNING. This program is a 20-hour effort to develop self-confidence and self-esteem in the participants. Maxwell House has made a two-year commitment to the Jacksonville Literacy Council that includes funding, program materials, company expertise and direct assistance in recruiting tutors and participants.

City of San Antonio, Department of Community Initiatives, Literacy Services Division--Government

The Department of Community Initiatives provides top-quality academic instruction that is delivered to 60 AFDC/JOBS clients on a monthly basis. Through collaborative efforts, the learning centers provide space and additional hours of instruction for JOBS participants. Quality academic instruction, together with state-of-the-art computer-assisted instruction, is delivered in a sensitive manner to clients.

Education Service Center--Education

Funded through the Texas State Department of Education, the Education Service Center serves 380 AFDC clients monthly and operates 17 sites, five of which are co-located in Texas Department of Human Services offices. This partnership allows maximum use of resources and services to ensure that efficient, quality service is provided to those who are most in need--AFDC clients. The Education Service Center provides enhanced instruction through their elaborate state-of-the-art computer equipment.

Avance--CBO

Over the last fifteen years, Avance Center has provided programs that build strong family relationships by offering educational classes to parents in their familiar environment. Teachers from the Education Service Center and the San Antonio Community College offer basic skills classes in English, math and reading. Transportation and child care are also provided. Avance has helped hundreds of parents obtain their GED certificates and complete college classes.

San Antonio Express-News--Business

The *San Antonio Express-News* is committed to the efforts of promoting education at every facet in order to enhance the lives of the people they serve in the community. One of their many efforts, "Newspaper In Education," markets newspapers in the classroom as a supplement to textbooks. Their literacy activities center around their involvement in the literacy community in San Antonio, particularly with the San Antonio Commission on Literacy.

Sister Mary Boniface--Volunteer

Sister Mary Boniface is the Executive Director of the Healy Murphy Center, which serves youth who have barriers to completing high school. For 57 years, she has been committed to helping at-risk youth increase their literacy skills. Known as the "Feisty friend" for teenagers in crisis, Sister Boniface believes in youth and their crucial need to obtain mastery of basic literacy skills.

Margarita R. Huantés--Volunteer

Margarita Huantés, a pioneer in adult literacy, has dedicated 32 years of her service to battling illiteracy among the "working poor" Mexican-American citizens and those on public assistance. Ms. Huantés is a social worker and adult educator whose dedication to the San Antonio Literacy Council has touched and improved the lives of many who are striving for self-sufficiency. She is a published author, assistant professor, and a member of countless boards and organizations committed to improving literacy in local communities.

The Leaguers, Inc., Head Start Program--CBO

The Leaguers, Inc., Head Start Program practices a holistic approach to meeting family needs in the area of literacy. Included are all household members needing these services. The Leaguers, Inc. offer a unique learning approach designed for the specific needs of adults who have not been successful in traditional learning environments. Trained volunteer instructors provide one-to-one assistance in an open entry/open exit system that allows a flexible and independent atmosphere for the learner.

Center for Academic Skills at Essex County College--Education

The Center participates in the Essex County REACH and Family Development Programs. Basic skills assessment and instruction, life skills and job-related activities are offered to thousands of participants referred by the County Department of Citizen Services. An intensive, 25-hours-per-week schedule allows students to increase their skills at a rate far higher than would otherwise be expected. Two thousand men and women have prepared for economic self-sufficiency by improving their literacy skills.

La Casa De Don Pedro, Inc.--CBO

Through its Hispanic Women's Resource Center, La Casa De Don Pedro, Inc. offers English as a Second Language to low-income Hispanic women. These efforts result in increased reading and writing skills and the ability to communicate effectively in the English language. Each year, 75 participants receive group tutoring, participate in field trips, and are encouraged to do individual research at local libraries to enhance their daily lives.

Public Service Electric and Gas--Business

The Public Service Electric and Gas Company (PSE&G) devotes major efforts to upgrading the education opportunities and improving the level of literacy int he City of Newark through sixteen distinct activities organized by the company. All of the activities deliver literacy services to low-income, minority, inner-city Newark youth and young adults. Over 300 PSE&G employees have served as volunteers and mentors in their programs, which serve over 60 participants a year in Newark.

The First Occupational Center of New Jersey--CBO

Under a grant from the New Jersey Department of Education, The First Occupational Center of New Jersey provides welfare recipients, single parents and displaced homemakers an opportunity to take advantage of existing job training programs in the community. At the Center, participants receive social and educational training and the necessary community linkages to prepare for certification as Home Health Aids. This training, together with a supportive environment, enables participants to pass the certification requirements and begin new lives of self-sufficiency.

Ernestine W. Johnson--Volunteer

For 22 years, Ernestine Johnson has been committed to volunteering her efforts and energies to help young people increase their literacy skills. Besides the direct volunteer assistance she provides, she serves as Vice President and President of two local literacy programs operating in New Jersey. Recently, Ms. Johnson was appointed Executive Director of Literacy Volunteers of Newark, which provides service to over 400 learners and 200 volunteers. She is employed by the Newark Preschool Council, Inc. as the Coordinator of their Adult Education Project that serves over 157 Head Start parents.

St. Veronica's Damascus Education Center--CBO

Founded in 1990 to serve the greater Cherry Hill community of southwest Baltimore, St. Veronica's successful programs assist learners in attaining literacy skills. One-on-one tutoring, basic remediation and a life skills program are provided to adult residents. St. Veronica's has significant success in its retention efforts because of their counseling components. Seventy-five percent of the participants successfully complete their programs and move on to GED preparation programs or job training opportunities.

Baltimore Reads, Inc.--CBO

Baltimore Reads, Inc. is the umbrella organization for all of the Baltimore city literacy programs. Established in 1988 through the leadership and vision of Mayor Kurt Schmoke, Baltimore Reads not only raises money for the city literacy centers, but also offers financial, technical and volunteer support to literacy providers. This city-wide initiative, whose mission is to make "Baltimore the city that reads," has already made impressive strides toward that goal.

McCormick & Company, Inc.--Business

Since 1988, the McCormick Corporation has been involved in the city of Baltimore's literacy activities by supporting the Mayor's effort, "Baltimore Reads." This initiative serves the city's low-income, minority and immigrant communities. The support fund set up by the McCormick Corporation made $135,000 available in 1992. When the corporation sold its Baltimore property, a portion of the sales proceeds was transferred to a fund jointly administered by McCormick and the Baltimore Community Foundation. The earnings from the fund provide a high level of support for this literacy program.

Mildred Johnson--Volunteer

Ms. Johnson sets an example not only for fostering literacy objectives, but also for showing that one person can make a difference in the community. Instead of moving "up and out" after completing her many years of education, Mildred Johnson devotes her time to volunteering in the Family Place-Words For Life Program. Seventy-five percent of the participants in this program receive public assistance.

Kurt L. Schmoke

Mayor Kurt L. Schmoke has championed city-wide literacy as one of the major initiatives of his administration. In his 1987 inaugural address, he declared that "it would make me proudest if one day it could be said of Baltimore that this is the city that reads." From that mandate, a number of literacy initiatives were set forth and, in 1988, Baltimore Reads, Inc. was established.

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